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ABSTRACT

This research sought to determine the particular teacher interventions that six aggressive adolescents (ages 14.09-17.07 years) perceived as most effective in helping them to develop their academic and social skills in mainstreamed classrooms. Student interviews and classroom observations provided the data for analysis. Student characteristics and perceptions are analyzed in a case-study format and then collectively. Intervention methods perceived as helpful were flexible academic expectations, flexible behavioral expectations, personal interaction between students and teachers, and humor. Methods perceived as unhelpful included rigid academic expectations, rigid behavioral expectations, and disciplinary procedures. Eight working hypotheses, based on social learning theory and learned helplessness theory, are formulated. (Includes 14 references.) (JDD)

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Mainstreamed Behavior Disordered Adolescents' Perceptions of Teacher Interventions

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Running head: MAINSTREAMED BEHAVIOR DISORDERED

I want to express my gratitude to the U.S. Department of Education, Office of Special Education and Rehabilitation Services for Grant No. H023B80016 which supported this research and to the school staff and students who were involved in this study.

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Abstract

Mainstream classroom teachers of behavior disordered children and youth have several research-based classroom interventions at their disposal. At this time the choice of which interventions to use with particular behavior disordered students is largely determined solely by the classroom teacher. A component clearly missing from this process is students' perceptions of the interventions they think are most helpful in response to their individual behavioral needs. The purpose of this research was to find out the particular teacher interventions aggressive adolescents perceive as most effective in helping them to develop their academic and social skills in mainstreamed classrooms. Student interviews and classroom observations provided the data for analysis. The results indicate that student involvement in educational programming will assist the process of making the fundamental changes necessary for the integration of behavior disordered aggressive adolescents in mainstream classrooms.

Mainstreamed Behavior Disordered Adolescents' Perceptions of Teacher Interventions

Student involvement in the selection and evaluation of teacher interventions has been minimal (Kaser-Boyd, Adelman, & Taylor, 1985; Taylor, Adelman, & Kaser-Boyd, 1984; Witt & Elliott, 1985). This is an unfortunate omission. Research indicates that student progress is significantly related to student perceived choice (Bastien & Adelman, 1984; Baum & Singer, 1980; Deci, 1980; Taylor, Adelman, Nelson, Smith, & Phares, 1989). A growing body of literature supports the importance of student participation in decision making about school placement and program development (Bastien & Adelman, 1984; Taylor, Adelman, & Kaser-Boyd, 1983, 1984, 1985). Taylor, Adelman, Nelson, Smith, & Phares (1989) found that both general and special education students value making their own decisions, being treated fairly, being themselves, and feeling that their efforts are effective. The evaluation of educational intervention in relation to students' individualized education plans remains a largely unexplored research area (Reschley & Gresham, 1988). The purpose of this research was to find out

behavior disordered aggressive adolescents' perceptions of helpful interventions teachers use in mainstream classrooms.

Method

Site Description

This study was conducted in a comprehensive high school in which 1,600 to 1,800 students were enrolled each year. The principal described the student body as "a real mixture." He attributed this to the school's suburban location where students came from the suburbs, trailer parks, and from rural areas. Some of those who came from rural areas lived so far distant that they made three-hour bus rides to and from school daily. The students' family backgrounds represented all socio-economic levels but the largest percentage came from the middle income level. The school cafeteria personnel serve free lunches to 15-18% of the students daily. Thirteen percent of the student body come from minority backgrounds. Each year approximately 5% of the students drop out of Mayflower. Twelve and a half percent of the student body receive special education services in all areas of disability.

Student Selection

The students involved in this study were identified as behavior disordered according to State and Federal guidelines. Their school records indicated that aggression was the primary reason for their placements in special education. The next step involved the special education teachers' nomination of all the students they considered who fitted the description -- mainstreamed behavior disordered aggressive adolescents. The next step involved the use of participants' school records to select only those indicating such aggression marker variables as disciplinary contacts, in-school (ISS), and out-of-school (OSS) suspensions. The final selection criterion was written parent or guardian consent for student involvement in this study.

Participant Description

The six participants ranged in age from 14.09 years to 17.07 years. Two were females and four were males. Five of the participants were Caucasian and one

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Insert Table 1 about here

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male was Black. Their full scale WISC-R scores ranged from 89 to 126. They attended from one to five

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Insert Table 2 about here

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academic area classes in general education classrooms. They demonstrated such aggressive behaviors as hitting peers, teachers, classrooms walls, and throwing or destroying property. Verbal aggression included the use of obscene language and temper tantrums. All six participants were mainstreamed for a minimum of one academic area during at least one year prior to data generation.

Data Generation

In this study teacher interventions were defined as ways teachers help students. We generated the data by conducting six 50 minute semistructured in-depth individual interviews with the six students involved in this study. Furthermore, we conducted six 50 minute classroom observations (Patton, 1987) of the same six behavior disordered aggressive adolescents while attending class in a mainstream classroom. We used five methods of data verification and these included

Table 1

Student Information

	Charles	Larry	Diane	Eric	Derrick	Sarah
1. Birth	9/74	9/74	1/73	12/72	1/72	10/72
2. Days present in school	175	177	175	160	149	146
3. Days absent from school	5	3	5	20	31	34
4. Number of mainstream classes	1	1	2	4	4	5
5. Days assigned to in-school suspension	0	3	0	3	8	7
6. Days assigned to out-of -school suspension	0	0	0	8	18	21
	Charles	Larry	Diane	Eric	Derrick	Sarah

Table 1 continued

	Charles	Larry	Diane	Eric	Derrick	Sarah
7. Grades:						
Math	B	B	C+	*	F	B
Science	D	*	A	F	*	*
English	B	C	B	F	F	F
Health	C	B	B	F	*	*
Psychology	A	D	C	*	*	F
History	*	D	*	*	*	F
Career Educ.	*	D	*	*	*	*
Voc. Educ.	*	*	*	F	*	*
Law	*	*	*	*	WF	*
Keyboarding	*	*	*	*	WF	*
Computer Science	*	*	*	*	F	*
Art	*	*	*	*	*	F
	Charles	Larry	Diane	Eric	Derrick	Sarah

Note. Class not taken indicated by *

Withdrew failing indicated by WF

Table 2

WISC-R Test Scores

	Verbal IQ	Performance IQ	Full Scale IQ
Diane	86	93	89
Charles	125	120	126
Eric	117	105	112
ɪrry	79	102	89
Sarah	NA*	NA	NA
Derrick	95	114	103

Note. Score not available denoted by *

(a) prolonged engagement, (b) persistent observation, (c) peer debriefing, (d) negative case analysis, and (e) the reflexive journal (Lincoln & Guba, 1985). We conducted content analyses of the data and in this paper, we will present the mainstream classroom teacher interventions which behavior disordered aggressive adolescents consider most helpful to them.

Data Analysis

This study was designed to find out which interventions mainstream classroom teachers use which aggressive behavior disordered adolescents find most helpful. During the course of data generation, information emerged relative to the students perceptions of interventions mainstream classroom teachers use which the students do not find helpful. All the data was included in the analysis.

The data was transcribed to a computer disk and was managed using The Ethnograph data management software package. We analyzed the data at three levels of analysis. First, we identified each individual student's perceptions of helpful and not-helpful teacher interventions. Second, we conducted a comparative analysis of these findings across the

six students involved in the study. Finally, we formulated working hypotheses based on the data.

Results

A brief presentation of the study findings at each level of analysis follows and additional information can be found in the detailed technical report (Crowley, 1989).

The First Level of Analysis: Individual Student Perceptions

Diane.

Diane was an attractive Caucasian female who was 5 feet 8 inches tall and weighed 125 pounds. She was in State custody and living in a foster home. In 1986 her mother was declared unfit to be a parent and her father died in 1975. She was an only child.

According to her school records her cognitive abilities ranged from average to low average. She had strengths in the areas of manual dexterity and coordination, spatial and form perception, and numerical ability. She had a history of missing 30 to 35 school days per year and of failing all academic subjects.

Diane was moody and verbally abusive with her peers. According to her Individualized Education Plan, one of her major goals was to develop skills for dealing with feelings of aggression and stress. She was pregnant and was expecting to give birth to her first child in June, 1989. She fluctuated from being highly cooperative to highly uncooperative during the course of her involvement with this project.

Diane described the teacher she finds most helpful, "She's 41, she has a little girl that's four. I've met her and I've met her husband ... I think she's one of my favorite teachers." She described her science teacher as, "... he's really (pause) he's a fun guy and he just makes science class more fun." Of another teacher she said, "I mean when she says, 'Quiet,' she means quiet ...." She continued, "She's a serious teacher, but not so serious that if you're late for class she'll give you detention, I mean I've been late a couple of times, she understands why ...." She discussed teachers who help her by giving her choices regarding the selection and completion of academic assignments. Diane talked about a day when her teacher invited her to come to the blackboard and complete

a problem which some of her peers were having trouble with in class. When recalling this Diane said, "Yes, she asked me to do it, that made me feel that she really liked me (pause). It makes me feel good, makes the other students think I'm really good."

Diane stated that teachers do not help her when "they take things too seriously." She recalled one day a teacher who "went up to the board to take a point off from me and I was just joking, I always joke ... they just take things too seriously." She complained that at times she finds one teacher who ignores her requests for help and said, "sometimes I need help and it is hard getting him over [to my desk]." She also complained, "Teachers don't understand, they don't believe the students, they don't take the students' word (pause), they gotta go find out for theirselves." She added that, "Sometimes students don't give teachers respect because they don't get it from them ...." She stated that suspensions do not help students, and added, "... it scares them for a while. And it just goes on their school records. But it doesn't change a lot ...." Finally, Diane finds that teachers do not help her when they permit their classrooms to be noisy

and of one mainstream classroom she stated, "it's hard to get work done because of the racket that's going on, it's real noisy in there."

Charles.

Charles was a Caucasian male who was 5 feet 8 inches tall and weighed 147 pounds. He was an only child. He and his mother lived in the basement apartment of his maternal grandparents' home. His parents were divorced in 1984 and in December 1985 his father died. His mother worked as a secretary in a local business.

He had strong academic skills in the areas of vocabulary use, word knowledge, and awareness of his environment. His teachers reported that Charles seldom completed homework and class assignments. They stated that he had difficulty staying on task and sitting still in the classroom. He did not follow directions and he was often argumentative with his teachers. Charles became angry and at times explosive in the classroom he hit the walls with his fists. He seemed both eager and happy to be involved in this project.

Charles stated that teachers help him when they respond to his questions in the classroom. Of one

teacher he said, "... even if he couldn't answer, he'd listen and tell you whether he couldn't answer ...." Teachers help Charles when they present lessons of interest to him and of his science class he said, "I like doing the stuff we're doing in there, like Continental Drift and fossils and stuff like that, stuff that has to do with geography, the earth and everything." When describing a teacher who most helps him he said, "he liked to joke around ... he wasn't real strict, but he [was] kinda strict whereas he made sure you got your work done but you could like joke around in class and everything." He added, "He shows me like his class is going to be fun ...." Of another teacher he said, "Well, ... he helps me a lot. He teachers real loosely and (pause) he doesn't really care what you do as long as you get the work done ...." He recounted an experience of a way a teacher helped him which involved receiving his choice of where he wanted to sit in a classroom. He recalled, "She said, 'You can sit in any seat that's empty.'" Upon reflection he added, "So I think she's being nice, this is probably one of the best things, that she's being nicer to me." He is not helped by teachers who enforce

strict class rules. When asked how more teachers could help him he answered, "I don't know, more freedom, probably. Don't be as strict!"

A recurring complaint Charles voiced was that teachers ignore his questions in class, he stated, "I just ask questions sometimes, ... she [teacher] doesn't answer them ... and she acted like she got mad." He added, "she just acts like she hates the class." He added that things would change if she might be "Just a little bit more friendly and easy going." He has difficulty with both teachers and peers and complained, "It's like they do everything one way, you've gotta do it this way or else it's wrong .... Teachers are always fussing at me. Students too." He stated that his experiences in his science class are "like trying to push a car uphill!" Homework presents special difficulty for Charles and he considers it "a waste of time."

Eric.

Eric was a Caucasian male who was 6 feet 2 inches tall and weighed 220 pounds. He lived with his parents and was the youngest member of a family of four boys.

His father worked as a security officer and his mother worked as a school bus driver.

On all formal tests of intellectual functioning, Eric's scores fell in the superior to above average range. His teachers described him as a bright but underachieving student.

In school Eric demonstrated feelings of anger and anxiety. He often lost his temper. His teachers were most concerned about his attitude, aggressive behavior, and frequent absences. They were also concerned about his grades. These ranged between C and F in all academic subjects. Eric said that he hates school and that he would drop out if he was allowed to do so. He seemed very cooperative and eager to be involved in this project.

Eric is helped by one teacher who "... doesn't really care if you do the book work, he just really cares how much you learn." He commented that this teacher helps him when "[he] let me make up a test that I failed miserably and he's going to let me make up another one too." He stated that teachers help him when they give him choices regarding academic content in the classroom. For example, one of his English

teachers permits him to read a novel of his choice and his vocational education teacher permits him to work on projects he is working on at home during class. Eric described what one teacher who helps him does, "... he'll come help me and explain it [class content] to me (pause) not just so I could do it but so I could understand it." Of humor Eric said, "You need humor, you can't, I mean, I don't like it, ... I just don't like it when a class is so serious, you know ... sit there all quiet, gets boring." He said that he finds it helpful when teachers regard him as a young adult, rather than as a child.

Teachers do not help Eric when teachers give him the impression that "... the only reason to be here at work is to get paid ... not to help the students." He criticized teachers who answer his questions by telling them to look things up in a book. He finds that, "most teachers do not like students" and added, "I don't see that many students talking to teachers on a personal person-to-person level." He does not find teachers' use of discipline helpful and said, "it doesn't work." He added that after being disciplined, "students look for ways not to get caught doing something worse 'cause

they're mad, I mean it doesn't work." He criticized a teacher who "yells threats" to the students. While discussing nonsmoking rule enforcement Eric became angry and stated, "most teachers want you to listen to them ... do as I say, not as I do. ... they haven't got the right to force their opinion on anybody."

Larry.

Larry was a Black male who was 5 feet 8 inches tall and weighed 118 pounds. He was an only child and he lived with his mother. Larry's parents were divorced when he was four years old. His father lived in a neighboring state and worked as a store manager. His mother worked as a secretary in a local educational institution.

The school psychologist who worked with him suggested that his general information and awareness of conventional standards of behavior were below what would be expected of his chronological age and current level of formal education. However, she also concluded that he responded quickly and accurately to performance test items. He displayed good visual motor coordination and clear understanding of spatial relationships. He demonstrated an ability to

think abstractly and a capacity to discriminate between essential and nonessential aspects of relationships. Finally, she concluded that he exhibited good nonverbal reasoning ability. During my interviews with Larry he appeared to fluctuate from being guarded at times to being relaxed and open at other times.

Larry discussed a history teacher who helps him in school and shared with confidence that, "She just helps me with whatever I have trouble with, like spelling or something, she will help me with that." Furthermore, he said, "She would always ask me how I was doing in my classes, and would say if you need some help she would help me. She taught every different subject you take ...." At times she helps him with his schoolwork during recess. Of this teacher he said, "I just like the way she helps students. Just the way she thinks more about students and tries to help them more." He is clear about this teachers' expectations, "Your work done, homework done. Classwork done!" Larry seems convinced that one of his teachers is concerned about him and stated, "I could meet her like at the mall and she would come out and say 'remember to do your homework' or something." He added, "That's one of the

reasons I really like her because she helps out everybody in our class a whole lot." She has behavioral expectations for the students " ... be respectful ... she tells people not to criticize anybody ...." He added that he is helped most by "... teachers who I can work with and can talk to them about things, that's when I can do better." He is helped by teachers who use humor and stated, "like when we're talking about history or something, she can like come out of nowhere and just like make a joke ...." A note from an observation of this teacher indicated the following humorous exchange with her students, "'I am not happy with yesterday's lack of homework. Can someone give me CRP?' One student said, 'No, I don't want to kiss you.' She quickly responded, 'I don't want to kiss you either.' The students all laughed." Larry finds it helpful when teachers present information of interest to him and he discussed at length some class content of particular interest to him. At times he needs more time to complete his work and is helped when he gets extra time to complete it and when he works with a peer.

Teachers do not help Larry when "They get[ting] too smart with you." He added, "They mouth off too much ... they just, like, say 'Be quiet,' ... and they say, "I'm not going to pit [sic] up with this and all this' ... interrupt a kid, or disrespectful ...." His solution to this is "I don't pay [no] attention to them. If they start to mouth off with me, I'll talk back to them," though he expects to be disciplined as a result and added, "Yeah, no problem I can hit a teacher."

Sarah.

Sarah was 5 feet 2 inches tall and weighed 117 pounds. She was the third of three children. Nicholas, her brother was four years older than Sarah and the second child in the family died at 18 months of age. Sarah was six months old at the time. She lived with her parents and brother. Her mother worked as a nurse in a local hospital and her father worked as a manager of a kitchen in a local restaurant.

Sarah's school records do not indicate her WISC-R scores because the examiner determined that they misrepresent her true abilities. On the Woodcock-Johnson Tests of Cognitive Abilities Sarah obtained a

broad cognitive ability standard score of 114. This score falls at the 82nd percentile and within the high average range of functioning. Sarah scored highest on tests which measured reasoning ability skills.

At the beginning of the school year Sarah was mainstreamed for five academic subjects. Her performance deteriorated in all five classes and by June '89 art was the only subject area she studied in a mainstreamed classroom. Her teachers described Sarah as severely lacking in motivation. In the classroom she exhibited poor work habits and progressively became more withdrawn. Sometimes she did not speak when teachers and peers spoke to her. Due to her frequent and lengthy absences from school it was difficult for me to schedule interviews with and observations of this student.

Sarah's physical appearance and behavior were a major concern to school personnel. She wore dirty clothes several sizes too large, rings on each of her eight fingers, several chains around her wrists, neck, and ankles. Her long black hair often appeared dirty and uncombed. She seldom smiled. Sarah interacted with other students infrequently and seldom initiated

interactions with adults. Sarah fluctuated between being cooperative and being resisting of her involvement in this project.

Teachers help Sarah by the way they talk to her. She described her art teacher's interaction as one of making suggestions rather than one of making demands. She said that this teacher communicates to her as follows, "She says, 'Maybe you should consider doing that' (pause), but she doesn't go and change it unless you liked it." Sarah continued, "... basically she left me alone, she was pretty cool." She finds it helpful when teachers permit her to talk with her peers. Of one teacher she said, "We don't get in trouble for talking about sex ... she hugging and I can like sit on top of the desk ...." When describing the way one teacher helps her she concluded, "Just the way he talks to us, the way he acts." She described the humor of this teacher who dresses in art robes and pink tennis shoes. Sarah is also helped by teachers who present content she finds interesting and said that this happens rarely in school.

When discussing the way teachers do not help her she became angry and described one teacher's class,

"She had all this list of new stupid rules, (pause) really ticked me off ... they try to dictate .... They're dictators and they think that they're like supreme, (pause) they're superior to me. They just act that way and I don't like it." Sarah said that when she disagrees with a school rule she does not follow it. She concluded:

> School's stupid, I don't like the way they run it. I don't like the rules. I don't like all their teachers. I don't like the things they teach. I don't like the fact that they fail me when I know what they're teaching me ....

She was particularly disturbed by one teacher and said, "She's a total bitch ... the first time she ever saw me she just totally judged me as like a bad person ... she was just like really nasty to me." In conclusion she stated, "I mean school doesn't matter to me. It's very insignificant. It's like a speck of dust to me. ... it doesn't mean anything, it's stupid."

Derrick.

Derrick was 5 feet 6 inches tall and weighed 120 pounds. He was in the custody of his grandmother. His parents were divorced and they both lived out of state.

According to his school records, Derrick was functioning within average range of intellectual ability. He functioned above average on tests which measure perceptual organization, nonverbal planning, visual analysis, and perceptual speed. His teachers stated that he failed to complete classwork and often did not participate in class. Sometimes he became disruptive and belligerent in the classroom. During the course of this project he fluctuated from being highly cooperative to highly uncooperative.

Derrick described one teacher who helps him and said, "I feel like he understands me a little bit better, I guess 'cause he has kids of his own in high school." He went on, "I come in late a lot, I guess you'd say like every other day ... he just warns me every time ... I don't know he's alright." He added, "He lets me leave class early sometimes ...." He described this teacher's humor when they discuss the nonsmoking school policy. He finds teachers helpful when they permit him to make up quizzes and change incomplete grades. He affirmed teachers who communicate directly to him and stated, "He's straight up with you, he doesn't like go around things to try to

get you to do what he wants, he'll tell you straight up." He added that he finds teachers helpful "if I (can) talk to them like one-on-one, and they be frank with me, straight up, you know. I don't like to be run around by anybody."

Teachers do not help Derrick when "they expect too much." He complained, "The other day I was like only three to four minutes late and they marked me absent ...." He mused, "I don't know, it's just I don't know, I don't think they really care, I kinda think we're like social outcasts of society, they don't really care." He complained about one teacher, "She's just always bitching about something. I don't know if she doesn't get her way, it's just like she tries to make life difficult ...." "She doesn't give enough freedom ... I don't know she's just a rag (he laughed)." Regarding the nonsmoking rules and teachers who enforce them he said, "All they do is hassle kids (pause) and they get you in so much trouble." He often serves daily 25 minute detentions, sometimes over a six week period of time and about these he stated, "It sucks."

The Second Level of Analysis: Across Student Perceptions

The six participants discussed flexible academic expectations, flexible behavioral expectations, personal interaction between students and teachers, and humor as ways mainstream classroom teachers help them. On the other hand, they discussed rigid academic expectations, rigid behavioral expectations, and disciplinary procedures as ways mainstream classroom teachers do not help them.

Flexible academic expectations.

Among the markers of flexible academic expectations are teachers' acceptance of alternative methods to complete assignments. Sometimes Larry works individually and at other times he works in a group. Charles said that one teacher helps him because he does not care how students do their work, as long as they do it. He finds it helpful when teachers allow him to complete assignments in ways that he chooses rather than by following their guidelines.

Test taking is an area about which some teachers are flexible. Larry talked about his teacher who permits him extra time to complete tests. He comes to

the classroom during lunch or during daily breaks to complete unfinished tests or other academic assignments. Eric finds that one of his teachers helps him because he permits him to retake some tests.

Some teachers exercise flexibility in their use of homework. Some require it and others do not. Some assign grades for homework and others do not. Picking it up in class, completing it, and returning it to school require skills some students lack. On the other hand, Diane is helped by a teacher who allows her to get credit for completing extra homework assignments.

Flexible behavioral expectations.

The students discussed flexible behavioral expectations as a way their teachers help them. All the students said that teachers help them when they allow them to talk with their peers in the classroom. Larry enjoyed his history class primarily because his friends were in this class too. Sarah spoke happily about one of her teachers who does not punish the students for talking with and hugging each other in the classroom. One day Charles asked his earth science teacher if he could move to another seat in the classroom and he reflected positively on her response

to his request. She permitted him to move to any vacant seat in the classroom.

Class attendance is another aspect of flexible behavioral expectations. Derrick comes to his English class late at times and his teacher permits him to do so. Also, he leaves class early at other times and his teacher does not object. Diane said that sometimes her mathematics teacher permits her to come to class late and she finds this helpful. The students criticized mandatory class attendance and inflexible scheduling of classes. They indicated a preference for flexibility and independent choices related to class attendance. For example, Sarah suggested that the school day might be extended into evening hours. She expressed a preference for attendance at afternoon and evening classes rather than morning class attendance.

Personal communication.

A third way the students agreed that teachers help them is by communicating with them in a personal way. Diane reflected on some of her teachers who communicate to her like persons, friends, or big sisters rather than like teachers. Sarah talked about the musical instrument one of her teachers plays and about how she

enjoyed the time he played it for his students. Eric talked about the tone of voice teachers use which he does not find helpful. He compared this to that of a policeman! He concluded that he finds teachers more helpful when they talk to him like a friend.

Charles finds that he can talk with one of his teachers about motor bikes and cars and other things which are unrelated to school. Larry's history teacher communicates like a person to her students and shares stories of her life with them. She also talks to him when they meet at the shopping mall. Derrick's English teacher knows that he does not follow the school smoking rules and he does not report this to the school administration. Diane perceives that teachers are in the school to help her and she has frequent personal interactions with them.

Humor.

A final way the students agreed that their teachers help them is in the use of humor in the classroom. Mr. Smith jokes with Derrick about the use of cigarettes. Diane and Eric find that Mr. Fritz uses humor both in his teaching and social interaction with the students. Ms. Jones uses humor when reminding her

students to follow classroom behavioral expectations, to complete assignments, and to turn in their homework. Larry talked at length and with pleasure about the humor this teacher uses in her classroom. Ms. Jones uses humor in both academic and behavioral program management. Charles and Eric stated that they enjoy classrooms in which their teachers use humor. Sarah discussed her art teacher's humor as communicated in the way she dresses.

Rigid academic expectations.

The concept of rigid academic expectations refers to several ways the students found that teachers do not help them. For example, teachers who specify methods of exactly how to complete certain assignments without regard for the students' own methodological preferences are not helpful. Charles argued that he does not do assignments the way his teacher would do hers! He perceived that she demands him to do them her way. Sarah complained about a teacher who expected her to come daily to her classroom on time and carrying a pencil and paper. She also complained about teachers who specify exactly how students should do things rather than make suggestions but not demand compliance.

Derrick found that his mathematics teacher is overly demanding and specific with her academic assignments. He argued with her about this and refused to do some of the academic assignments. He and other students in this study never complete homework.

The students were critical of teachers who rigidly spend all the class period involved in activities related only to the academic content they selected. For example, Diane was critical of teachers who do not spend at least some of the class period talking to the students about things other than the academic content at hand. Eric talked about being so bored by the content in some of his classes that he often sleeps through entire class periods.

Rigid behavioral expectations.

Teachers established rigid behavioral expectations in different ways in the classroom and the students in this study did not find these helpful. For example, they stated that teachers who demanded that students must not talk to their peers in the classroom were not helpful. Eric criticized one teacher who yells and threatens when they talk to each other. Sarah said that even if teachers did not permit her to talk with

her peers, she would do so. Eric discontinued his attendance to a mainstream mathematics class after two months. He complained about the teacher in that class who, for example, wrote him up on three occasions for putting his head on the desk. Larry complained that one of his teachers does not allow him and other students to chew gum in class. One of Derrick's teachers objected to his way of fixing a pen which did not write and she referred him to the vice-principal's office for disciplinary procedures. In general, according to the students in this study, teachers' rigid behavioral expectations are not helpful to them.

Disciplinary procedures.

All the students talked about some aspect of disciplinary procedures teachers use which they did not find helpful. When speaking about this, Derrick, Eric, and Sarah became especially angry. These three students were most angered when they believed that suspension or detention assignments were unfair or unjust. Derrick perceived that he is unjustly assigned to suspensions. Sarah perceived that most school rules were overly restricting and therefore any disciplinary procedures were mere manifestations of this. Eric

perceived that the school administrators, teachers, and staff do not understand that he is a young adult and can make his own choices for which he should not be punished. He complained about the seemingly endless use of discipline to solve problems in school.

Charles talked about a teacher who fusses at him for the way he behaves in her classroom. When she reminded him of class and school rules he became angry and upset. He perceived that he needed her attention regardless of class or school rules. He talked about a teacher who assigned him a suspension and he explained why he believed that this was unwarranted. Larry criticized a teacher who reminds him of school rules while shaking her fist and pointing a finger close to his face. He said that suspension does not work for some students but that he will do his best to avoid it in future. He went on to say that if he became angry enough at a teacher he would hit him or her. Diane said that discipline frightens some students for a while but that it does not really change their behavior.

Third Level of Analysis: Formulation of Working Hypotheses

Social learning theory and learned helplessness theory provided the theoretical foundations for this study. Four hypotheses based on social learning theory and four hypotheses based on learned helplessness theory guided data generation and analysis. At the completion of data analysis we reformulated these hypotheses (Miles & Huberman, 1984) and generated eight working hypotheses to inform future research efforts in this area. The first set of working hypotheses are based on social learning theory and are consistent with the data generated from this study. These are described as follows:

1. Students perceive that teachers help them when they motivate them to attain the goals students establish for themselves.
2. Students perceive teachers' interventions which increase the expectancy of students' own goal attainment as most effective interventions.
3. Students prefer teacher interventions which communicate positive regard for students.

4. Teacher interventions are helpful when they focus on both internal and external factors valued by the student.

The following four working hypotheses are based on learned helplessness theory and are consistent with the data generated from this study. These are described as follows:

1. Teacher interventions which render students helpless, or powerless in school cause students to exhibit behaviors which indicate anger, frustration, and defiance.

2. Students are less motivated, expressed in such ways as, poor attendance or statements of disinterest in learning concepts, in the classrooms of teachers who use ineffective interventions.

3. Students will perceive teachers' interventions are more effective when they encourage them to make personal and independent choices in school.

4. Students will be less motivated to learn when external controls are placed on them.

Discussion

This research indicates that behavior disordered aggressive adolescents can respond to questions about

their behavioral and programs. They engaged in lengthy individual interviews with an adult without an aggressive episode. Furthermore, there is agreement among the students regarding specific ways teachers help them and do not help them in mainstream classrooms.

Future research is needed to examine the working hypotheses developed as a result of this study. Comparative studies may be designed to examine the similarities and differences between the interventions disabled and nondisabled adolescents find helpful in mainstream classes. Comparative analysis of general and special education teachers' and students' perceptions of helpful interventions will further inform the process of successfully integrating behavior disordered aggressive adolescents into mainstream classrooms. This data will guide teachers' intervention choice and will assist in bringing about a closer match between student needs and special education program development, implementation, and evaluation. In the effort to restructure public schools, awareness of students' perceptions may have profound implications for educational programming.

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